

BLOOMFIELD SCHOOL No. 4.—CENTER.

ANNUAL REPORT

...OF THE...

BOARD OF EDUCATION

...OF THE...

TOWN OF BLOOMFIELD

ESSEX COUNTY, NEW JERSEY

NINETEEN HUNDRED AND ONE

WILLIAM A. RITSCHER, JR., BOOK AND JOB PRINTER,
302 Glenwood Avenue, Bloomfield, N. J.

1901

Ref.
379,7493
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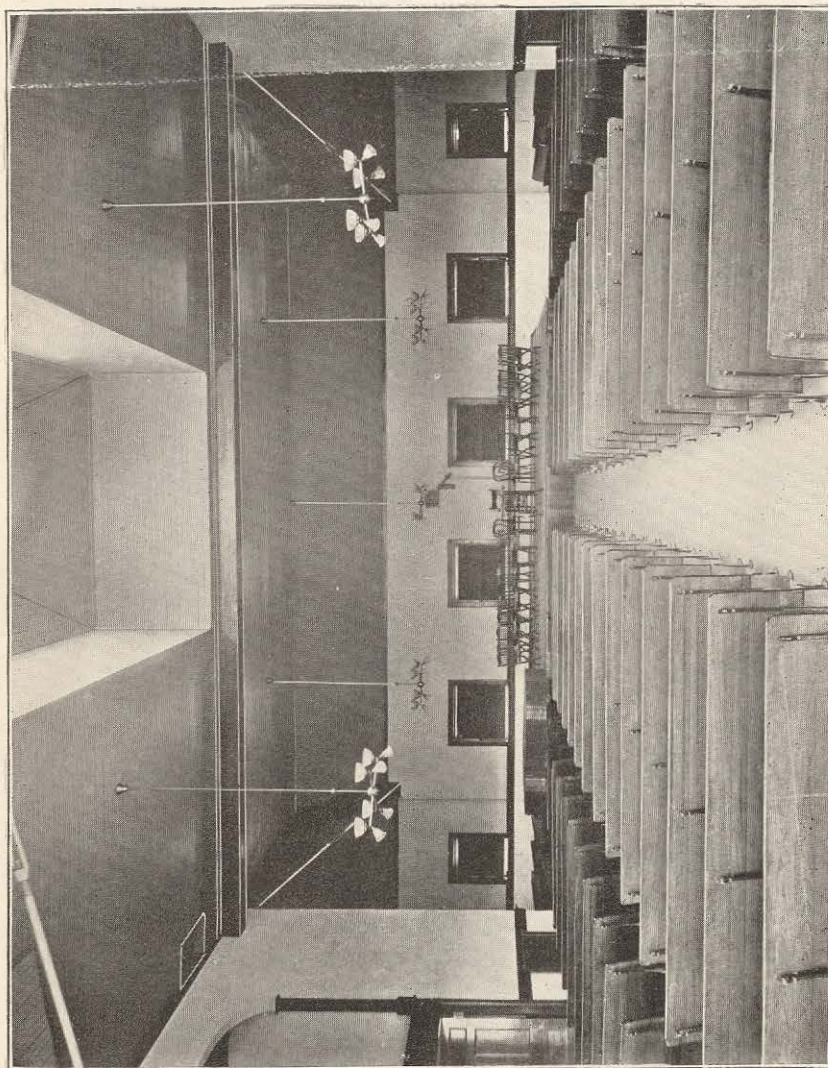
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ASSEMBLY ROOM—CENTER SCHOOL.

ANNUAL REPORT.

TO THE INHABITANTS OF THE TOWN OF BLOOMFIELD:

The Board of Education presents the following report for the year ending June 30, 1901.

In order to meet the growing needs of the schools the work of the Board has been divided into four departments instead of the three previously existing. These correspond with the four permanent committees, and are as follows, viz: Instruction, Buildings, Finance and Supply, and Maintenance. The operations of the past year may be reviewed under these different heads.

While the report of the Superintendent deals chiefly with the matter of instruction, a few general observations here may not be out of place. The rapid increase in the cost of the public schools is largely due to the increasing number of teachers required. This is caused not so much by the needs of the high school as by the growth of pupils in the grammar and primary departments.

Since the year 1897 the total enrollment of the schools has increased from 1,477 to 1,817. Including the evening schools, the total enrollment is now 2,139. In our total day enrollment no name is counted twice, but every transfer is cancelled.

During the same period the number of teachers has grown from 39 to 54, or including the evening schools, to 60.

Of these additional teachers only two have been assigned to the high school.

The opening of evening schools has caused some additional expense, a part of which has been met by individual subscriptions. The results of this departure have been very satisfactory. The enrollment and average attendance of the evening schools have been large, and the pupils have evinced a gratifying interest in their studies.

The Building Committee have been constantly occupied during the year in superintending the completion of the Berkeley and Centre Schools, making extensive repairs in the Brookdale School-house, and attending to the many matters which have come under their supervision.

The Berkeley School-house was opened for use in September last. The heating and ventilation are greatly improved. The assembly-room is well adapted to its purpose, and the whole building is meeting admirably the needs of this rapidly growing district.

The Centre School-house was completed and opened for use on March first. Upon the same date the Olympic building was given up to its owner, and the furniture moved to the new building. This, with the seats and desks formerly in the building, was sufficient to provide for most of the classes. Settees for the assembly-room, and some kindergarten furniture, with desks and chairs for the teachers, were purchased out of the funds provided by the Town Council for this purpose. The beautiful rooms and halls, the heating and ventilating apparatus, and the fine assembly-room, give great satisfaction to the parents whose children are in attendance, and are the delight of both pupils and teachers.

The Brookdale School-house was completely refitted during the summer vacation. The arrangement of class-rooms and closets was changed, the height of the windows increased, the wood-work renewed, and new slate blackboards substituted for those formerly in use. Some changes were made in the heating plant, making it more effective in its operation. Electric lights were also introduced. These repairs have resulted in providing rooms more cheerful, comfortable and useful in the conduct of the school.

Considerable damage was done by lightning to the north ventilator of the Watsessing School-house on the night of the Fourth of July. Claims for damage were made upon the companies insuring the building, and a payment of \$600 was secured. Contracts were made, and the damage repaired at a cost within the amount received.

Stone walks were laid upon Baldwin and Pitt Streets near the Brookside School-house, and on Montgomery Street near the Fairview School-house.

Some grading at the Center School-house, and stone or concrete walks upon the grounds of this and the Watsessing School-house, are among the needs of the immediate future.

All the school-houses provided for by the several votes of the town are now completed. Nine of the rooms in all the buildings have been unoccupied. These will gradually be brought into use by the increasing population of school children. The natural growth of the town will require two or three new rooms each year.

For a number of years the Committee on Supplies have been obliged to pay for furniture, rugs, shades and other things from funds appropriated for books, paper, pens, ink and other necessary articles. This diversion of funds from their ordinary use has increased the difficulty of furnishing the scholars with their regular supplies, and has swelled the amount charged to this account. With the completion of the new buildings, this element of expense will gradually disappear.

Owing to the lack of funds, the Maintenance Committee have found it difficult to keep the school buildings and grounds in good condition. A plentiful supply of gravel upon the playgrounds is essential to cleanliness. Much dirt is brought into the school-rooms, especially during the early spring months, because of the muddy condition of the playgrounds.

It was the desire of this Committee to hire a truant officer, so as to secure the attendance of every child of school age. It was thought best, however, by the Board of School Estimate that this work should be done by the police force. The truancy of children

is a growing evil, which should be stopped by compulsory ordinances if necessary. The distribution of State funds upon the basis of the actual attendance of scholars, makes it desirable that parents should avoid keeping their children at home for trifling reasons.

Plans for a telephone system were presented to the Board of School Estimate by the Building Committee. These were set aside for the present because of their cost. Such a system would be a great convenience in facilitating the work of the Superintendent in controlling our widely separated schools.

While the schools have now reached a point of excellence where they compare favorably with the best in the State, it is well to remember that only constant progress and improvement can keep them in line with the educational work about us.

There is no expenditure of money which will pay as good dividends as that invested in educational facilities.

Everywhere scholars and business men are feeling the force of this truth, and are making sacrifices for the children who will soon bear the burden and responsibilities of life.



CALENDAR FOR 1901-2.



FIRST TERM :

Begins Tuesday, September 3, 1901.

Ends Monday, December 23, 1901.

SECOND TERM :

Begins Friday, January 3, 1902.

Ends Friday, March 21, 1902.

THIRD TERM :

Begins Monday, March 31, 1902.

Ends Friday, June 27th, 1902.

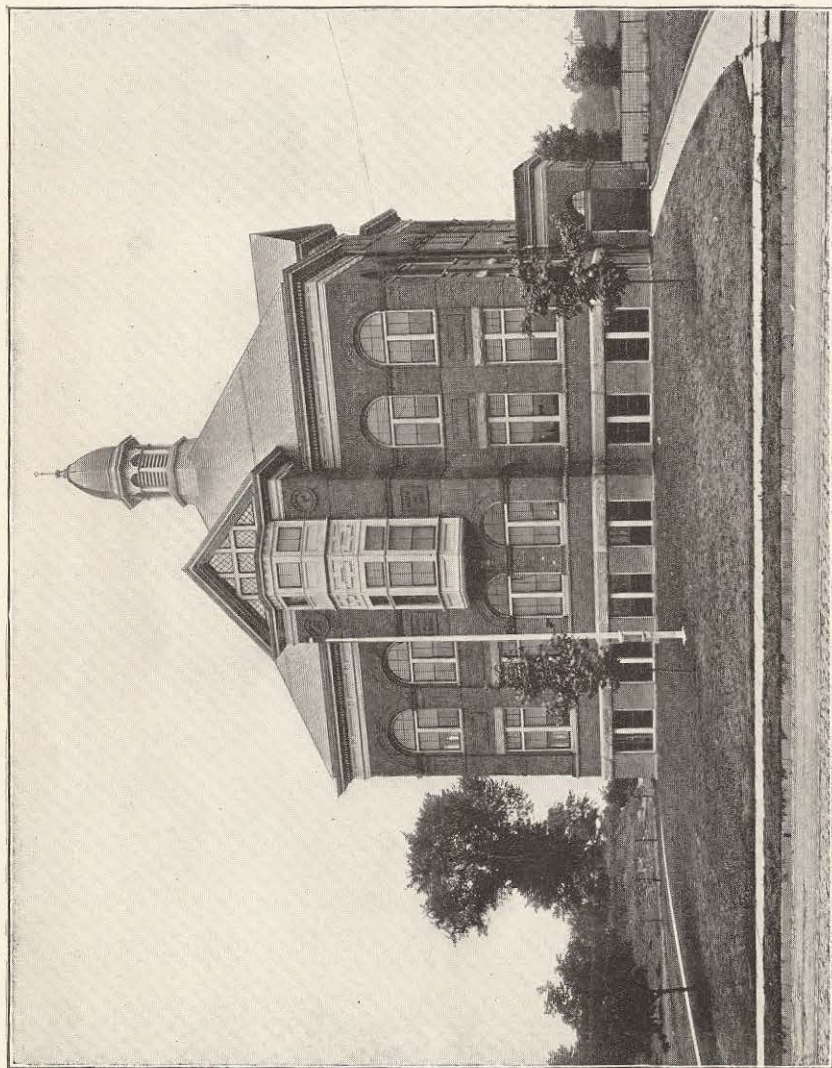
HOLIDAYS :

Thanksgiving Day.

Lincoln's Birthday.

Washington's Birthday.

Memorial Day.



BLOOMFIELD SCHOOL, No. 2—BERKELEY.

OFFICE OF SUPERINTENDENT OF SCHOOLS
AND PRINCIPAL OF HIGH SCHOOL AND OF EVENING SCHOOL,
JULY 1, 1901.

The Board of Education, Town of Bloomfield.

GENTLEMEN :—I beg leave to submit this, my fourth annual report, to your honorable body. It is pleasant to look back over four years and to be able to say that the visible progress as manifested in more and better schoolhouses has been accompanied by improvement in the education for which the schoolhouses were built. The condition to-day in our schoolhouses, whether considered from the hygienic or the administrative point of view, is extremely favorable to securing the best educational results. We have excellent light, fresh air, large rooms, good slate blackboards, adjustable desks, fine assembly-halls, and ample play-grounds.

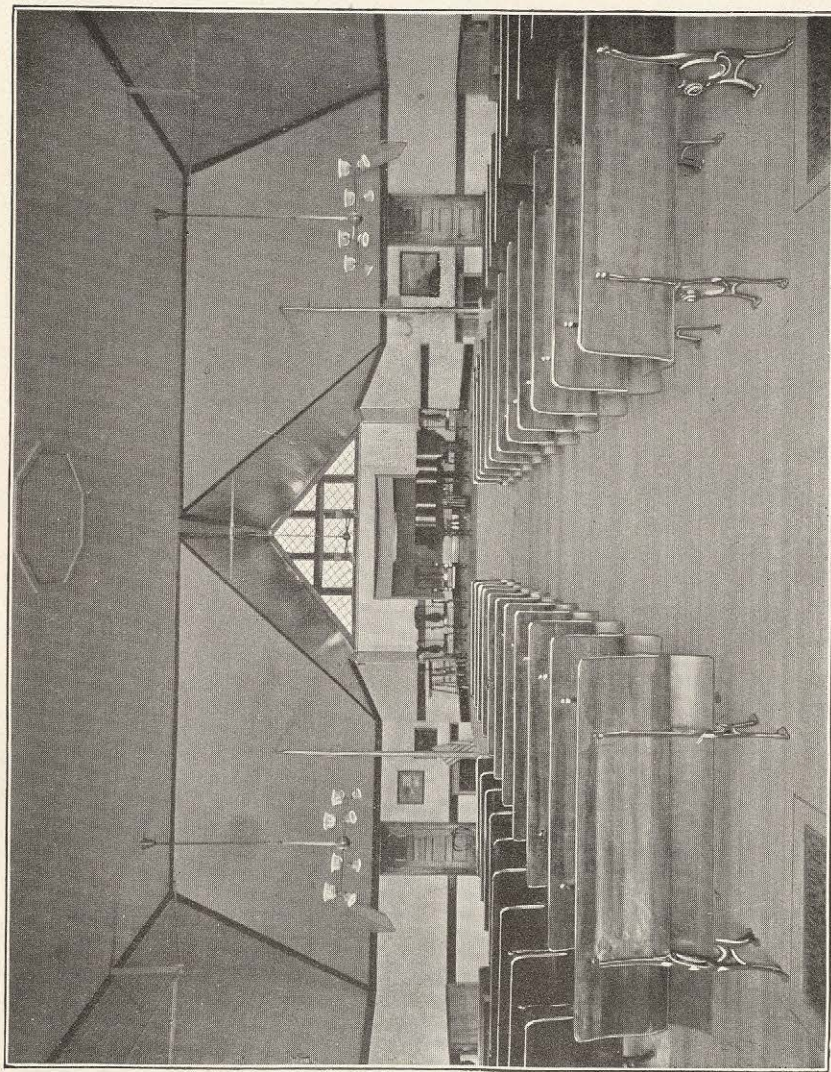
Our progress in Bloomfield has been apparent in comparison with previous conditions here. But outside of Bloomfield there has been an educational progress altogether as remarkable as that which has taken place so evidently in the business world. Neighboring towns and cities have made great educational advances in the past few years, not only in schoolhouse conditions, but also in courses and methods of instruction. It is constantly necessary for a community to ask whether its own educational progress is at a rate that will maintain the standing of the community in the State. Part of the duty with which one who holds the position of Superintendent of Schools is charged, is to form and to publish his opinion on this point.

It is comparatively easy to devise good laws and good regulations, but it is extremely difficult to get the right people to carry them out. We may have fine buildings, excellent text-books, and a thorough, broad and wise course of study, and yet have but poor educational results for want of competent teachers. For the children in the elementary schools, and for the youth in the high school their teachers interpret the studies; and the benefits actually realized by the pupils depend upon the intellectual and moral qualities of

the teachers. In this last and most important direction nearly everything has been accomplished here that was possible upon our present salary schedules. Though I regret the loss of some good teachers taken elsewhere for larger salaries, I know that the Town of Bloomfield has done for its schools all that it has been possible to do. We now have a body of teachers of whom nearly everyone has had not only academic preparation in the subjects to be taught but professional training also in the best methods of imparting knowledge and in the theory of education. Many of these teachers are young, but their own thorough preparation, usually away from home, is evidence of their devotion to the work which they have chosen. The spirit of our teaching force is cheerful and enterprising.

The course of instruction in our schools is the result of the following elements: In 1895-6 there was in force a plan of instruction, which was used as the basis for a pamphlet printed in 1896. Also in 1895 the high school course was extended from three to four years. In 1897 the Board added English and laboratory science to the high school. Some new texts were also added to the elementary schools, increasing the time given to grammar and spelling. In 1899 physical culture and commercial work were added. It is now a considerable number of years since there has been a revision of the course of study in the direction of unity in theory and method.

There are two great principles which should control the making of any course of study, the disciplinary or cultural value of the study and its practical or utilitarian value after it has been learned. No one man is competent to decide either of these questions for a community as large as this and composed of individuals working and living in extremely varied conditions. The census for 1900 conclusively demonstrated that our country, especially this part of our country, is becoming primarily industrial in its population. The boys in our schools ought to be prepared for the commercial or industrial lives into which practically all of them are going; and the girls ought to be prepared to live advantageously the domestic lives to which most of them are destined.



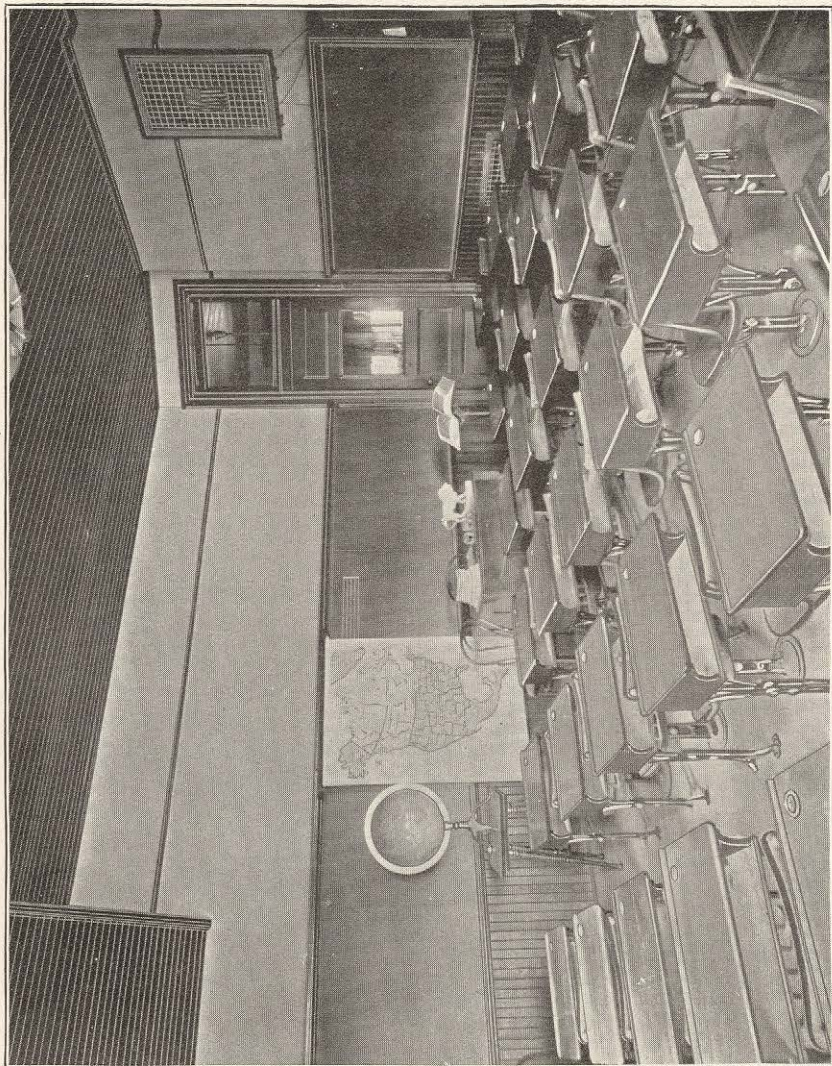
ASSEMBLY ROOM—BERKELEY SCHOOL.

The thought upon which free public education is founded and by which alone it can endure, that a republic is not safe unless all its citizens are fitted for self-government, is inadequate for the preparation of the rising generation to support this complicated modern civilization. Other thoughts also must inspire the free common education of these new times; the citizens must be equipped for self-support by being prepared to be useful to others, and it is to the interest of every community and State that as many children shall share in the heritage of the knowledge and culture of the ages as have the ability to appropriate the heritage.

In line with the advances in the sciences of the mind, of life itself, and of society, upon which educational theory is founded, and with the advances in the civilization by which the schools as well as all other institutions are surrounded, American free common education is steadily growing into a system at once nearer the minds of children and more appropriate for their lives as men and women. Education is continually being "modernized." As we have adopted, so happily for our children, the methods of modern science in the excellent ventilation systems now in our schools, so we are introducing Nature-study in the grades as the basis for a systematic study of the sciences in higher courses. From the nature of children's minds all elementary education is necessarily general; but whatever knowledge is gained, whatever skill is acquired, is preparation for future interests. The development of our schools has been chiefly to keep them in line with the great social movements of the times. With the addition of instruction for one more year we might well give a diploma for graduation from a three years' high school course. We also have now unusually excellent courses in drawing and science. These are so well established not only in the high school but also in every elementary school as to afford the best possible basis for extension of instruction along the lines of constructive art and applied science, commonly known as "manual training," an unfortunately inadequate term for what is in substance the very philosophy of modern education, the self-expression of the learner. Just as the

main purpose of teaching to write is to teach how to express one's thoughts in words and not merely how to hold a pen ; and as in drawing the main purpose is to teach how to express one's ideas of objects in Nature or in the imagination, so in "manual training," the main purpose is to teach how to express one's own thoughts of beauty or utility ; one's own knowledge of food-chemistry ; one's own designs for creations in wood, steel or cloth. The arts are languages of the mind as truly as are written words. The skill and the intelligence of artists, architects, mechanics, engineers, builders and dressmakers are too large a part of the wonderful wealth and charm of modern life for the school to ignore their foundations in the manual training of early years. If expression is desirable for the kindergarten child as seen in the various products of his handicraft, and if it is desirable for the high school youth as seen in his English compositions, the subjects ordinarily included in manual training are also important as affording opportunities for developing executive efficiency. Manual training, whether it is hygiene and home-nursing, or the chemistry of food, or dress-making, or household sanitation for girls, or the tool-using courses in wood and iron for boys, is simply the modern form of the philosophy of "learning by doing."

A principle so true to human nature requires no argument. The strongest reason for maintaining such courses is the pleasure they give the learners. There is no problem of discipline in any real manual training school, where in addition to grammar, arithmetic, music, spelling, geography, history, and reading, and in connection with the drawing and Nature-study, there is daily eye- and hand-work. This reason exceeds in importance even the fact that the State has for many years supported manual training as it has nothing else ; or the fact that every city school system and very nearly all towns now maintain it ; or the fact that nearly every normal school student takes manual training courses as much as he does the history of education. Fortunately Bloomfield is now in a position to advance gradually in these lines without adding to the staff of teachers or modifying in any important way the present organization and methods in the schools.



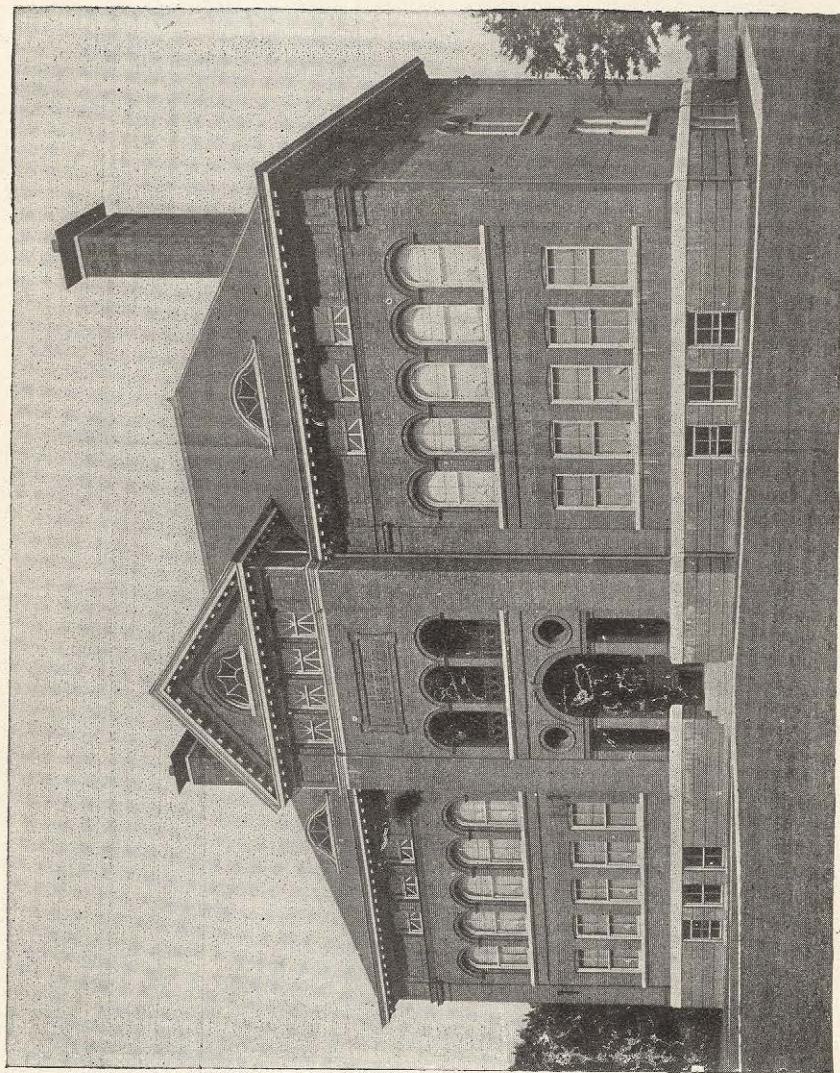
CLASSROOM—BERKELEY SCHOOL.

Very much has been said lately with regard to the necessity of preparing boys for the competitions of life. When every boy is prepared to do just the same things as every other boy, it is indisputable that there will be competition of the worst and most undesirable kind. Our high school, with its elective courses, stands for the principle that by being prepared to render individual and peculiar services its graduates may avoid as much as possible those competitions of life which result from many being prepared to do only the same things. Individualization of mind and of character and specialization of interest and of skill have made of Americans the most inventive, original, progressive nation of the world. Anything that the Town of Bloomfield can do to promote varied courses of study is a direct contribution to the differentiation and the enrichment of our people.

The most interesting feature of our work the past year in Bloomfield was the evening school. Nearly every person who was a regular attendant told us that he or she had found out the importance of better preparation for economic work, whether commercial or industrial. The result of this discovery by the students was an application to the studies which made the evening school a decided success educationally. One class continued in session until the middle of June. The other five classes were closed after the sixty-four evenings required by the State. If the instructors had been willing to continue, the students would in many cases have remained in attendance. I am of the opinion that an evening grammar and high school, chiefly commercial, scientific and technical, with a session of thirty weeks, is needed in Bloomfield and would be as successful as such schools are in several other towns and cities with industries similar to those here. It is very difficult for those not directly associated with these young men and women to realize how much it means to them to be able to get good instruction in a variety of courses, in the evening after they have earned their own living by day's work. This means to them that joy than which there are few greater in life, the hope and expectation of rising in the world by effort and merit. I know several instances where increased wages were the result of the evening school certificate. Increased wages

are very apt to mean that the individual is rendering better service in the world. To prepare students to do this is certainly not the least important aim of free public education. It must, however, be realized that progress in learning in an evening school is slow. The sessions are short. There are only a few students who can give any time at home to study, and the terms, with four sessions a week, are comparatively brief. In developing such a school, which is not less important in an industrial and commercial community like this than the day high school, progress is necessarily very slow. The most earnest workers will return year after year, and in the course of time the school will be made a positive and continuous educational force in the community. Most of the students, however, will always be either from our transient population who are here for a year or two and then gone, or from those who have left our day schools earlier than they find was wise, after they have lived for a longer or shorter time out in the struggle and competition of daily work for the means of life.

It is the result of my observation that the children who go to the kindergarten at five years of age are able to make somewhat better progress in the primary grades than those children who are trained by their mothers at home until six or seven years old. The kindergarten is more than a substitute for careful home training, indoors and out of doors. So far, however, as learning to read, to write and to work arithmetic are concerned, there is not one child in ten who gains anything by beginning these exercises before six and one-half or seven years of age. In this connection I ought to say that fully thirty-five per cent. of little children can never make much progress at school owing to defective eyesight, and that five per cent. more have defects of hearing, or are otherwise disabled from entering life on even terms with the normal children. I consider this fact, which has been determined by examinations of hundreds of thousands of children and is obvious in our own lower grade rooms, the most discouraging element in the problem of universal education. Unfortunately in many cases even surgical operations would be inadequate; but even against glasses the parents are prejudiced. It must be noticed that



BLOOMFIELD SCHOOL No. 3—BROOKSIDE.

those who survive to adult years have very, very seldom succeeded well in life if handicapped by such defects ; success is still largely a matter of the survival of the fit.

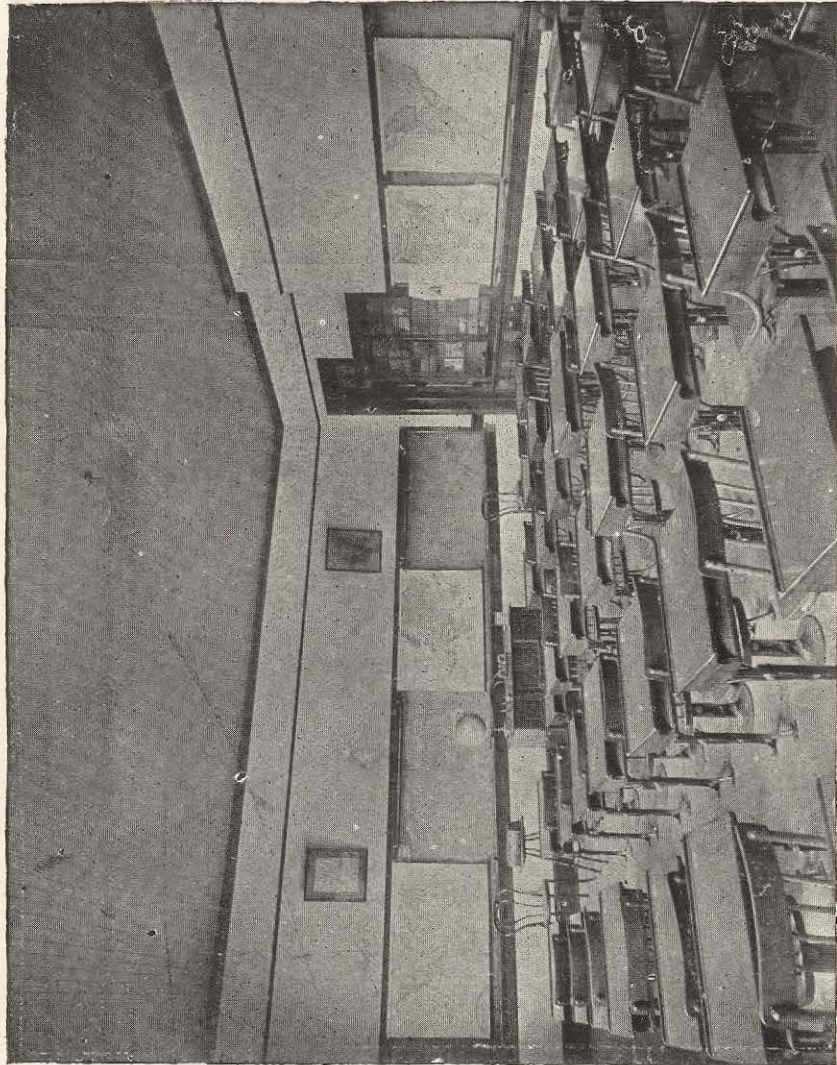
During the past year we have had various visitors from elsewhere, including board members, superintendents, principals and teachers from cities in New York, Ohio, Illinois, and Pennsylvania as well as from places in New Jersey. We have held teachers' meetings for various purposes regularly and systematically. We have raised a sum of money for libraries nearly twice as large as ever before in our history. We have graduated the largest class that has ever completed the four years' high school course. Twice as many grammar school pupils have secured the Essex County grammar school graduation certificate as ever before. The first class to take the two years' commercial course in the high school has finished that course. We have had very successful elementary school exhibits of work in English composition, penmanship, drawing, weaving, clay-modeling, coloring, and simple constructions. These have been well attended by parents and citizens who have expressed very great interest. The school entertainments have been successful, especially those which consisted of the pupils' own school music, calisthenics, and recitations. The athletics of the high school have been maintained upon a good standing. The high school paper has had a successful year. The other high school enterprises, the Science Club, the Camera Club and the Dramatic Society, have had a dozen or more very entertaining sessions. The Mothers' Club has met fortnightly throughout the year in the different schoolhouses. The presence of men as teachers in several classrooms has had a very favorable effect upon the conduct of both boys and girls in the schools. Many new pictures, some of them of considerable value, have been added to our classrooms; and the equipments of several courses have been increased.

The shifting of our town's center of population is educationally of much importance. Only ten per cent. of our high school students come from north of the building. The center of the school population is now at about the corner of Bloomfield Avenue and Conger Street. There is a strong demand in the southern part of the town for complete grammar grade facilities in that neighbor-

hood. When two or three years hence our present schools are filled and it will be necessary to take up the question of the best available locations for the high school, and for the increased number of grammar classes, the needs of the southern part of the town and the fact that our largest school building, the Centre School, is now as large as is advisable upon that lot will necessarily prove important factors in the decisions. It is profitable to notice now that there is space in the third story for two rooms more in the Centre School, which could be finished very satisfactorily for manual training purposes.

1900-1901 has been a year of many difficulties. We lost a most promising principal from School No. 8; and during the interim of illness before it became evident that another principal must be secured, the school suffered greatly in discipline and in attendance. School No. 4, which has been very extensively altered, was not re-opened until March. In the meantime we had to continue our half-day sessions. None of these classes has made its grade in full. The bad weather and a very unusual amount of sickness, partly caused by an unavoidable compulsory vaccination order of the Board of Health when an epidemic of smallpox was threatened, gave us an abnormally low attendance record even after No. 4 was re-opened. In one school thirty children took the occasion to leave school. It must always be borne in mind that continuously through the school year there are pupils debating whether or not to stay at school. Any disturbance of the regular life results in removals. In most cases children leave school altogether too young. The average age in Bloomfield for leaving school is thirteen years, at about the end of the fourth grade, affording a very inadequate training except for positions requiring routine forms of service.

The new school law and the resultant regulations have made great changes in the school policies of the State. Annually now a large share of the receipts derived from the State corporation law is being apportioned to the various municipalities of the State in proportion to the total assessed valuations of their ratables. The county tax, raised by taxation at \$2.75 per \$1,000.00, less one third this year because of this State grant, is redistributed upon the



CLASSROOM—BROOKSIDE SCHOOL.

following plan : viz. \$600 to county municipalities employing a principal who does not teach, \$200 for every teacher employed ten months, \$80 for every teacher employed four months whether in day schools, evening schools, or vacation summer schools, and the balance in proportion to the total days' attendance including all kinds of schools. The State also grants to towns and cities having manual training courses funds amounting to one half of the first cost for establishment and of all costs for regular maintenance, and minor sums toward libraries. On these lines it is evident that progress in the schools can be secured very largely at the cost of the State as a whole rather than solely by local effort. It is especially true of evening schools that their cost of maintenance is to only a slight degree local. The State pays the teachers' salaries after the first year.

The photographs added to the text of the report show faithfully the very favorable conditions now supporting the work of free public education here.

Very respectfully,

WM. E. CHANCELLOR.

LIBRARY REPORT.

RECEIPTS.

No. 1.....	\$ 34 95
No. 2.....	29 72
No. 3.....	32 33
No. 4.....	62 72
No. 5.....	16 60
No. 7.....	26 00
No. 8.....	15 38
Miscellaneous.....	2 27
D. G. G.....	10 00

\$229 97

State 70 00

\$299 97

Value of books donated..... 4 50

\$304 47

APPORTIONMENTS.

No. 1.....	\$ 47 27
No. 2.....	40 00
No. 3.....	43 00
No. 4.....	73 00
No. 5.....	27 00
No. 7.....	36 00
No. 8.....	33 70

\$299 97

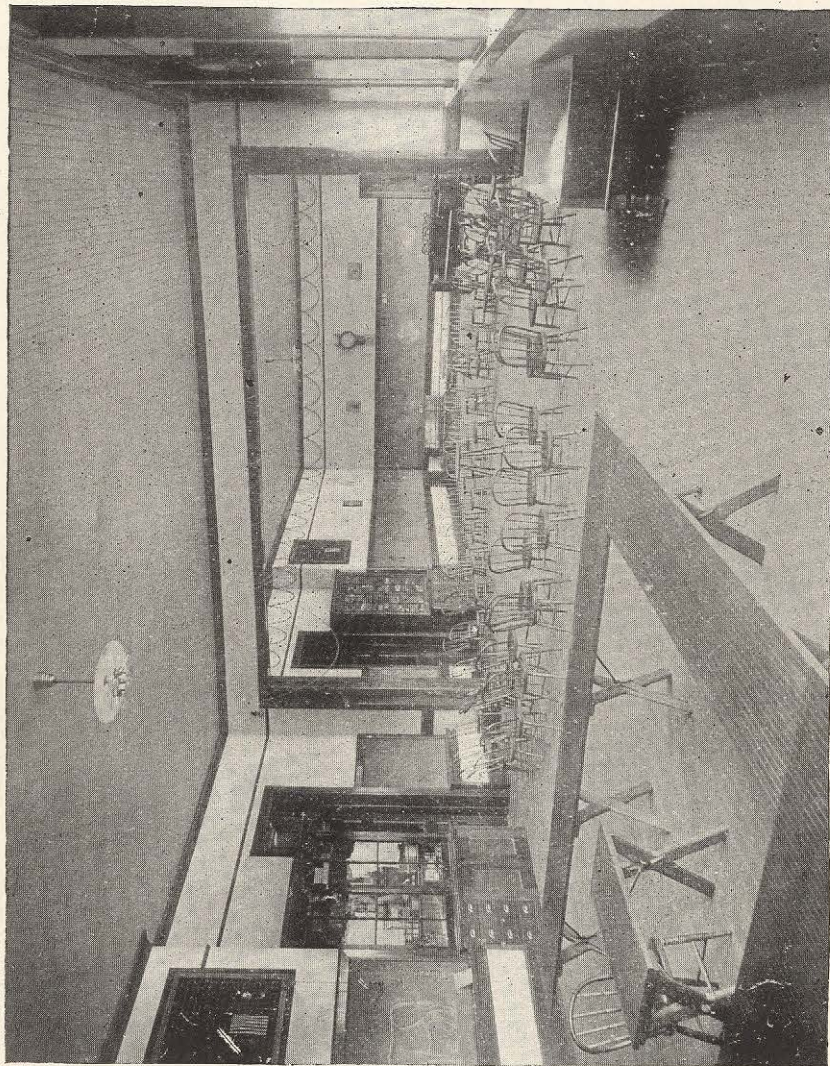
EXPENDITURES.

Bill of Baker, Taylor & Co.....	\$281 64
Miscellaneous purchases.....	18 33

\$299 97

No. of books acquired..... 450

Total number now in libraries (over).....2900



KINDERGARTEN CLASSROOM—BROOKSIDE SCHOOL.

FINANCES.

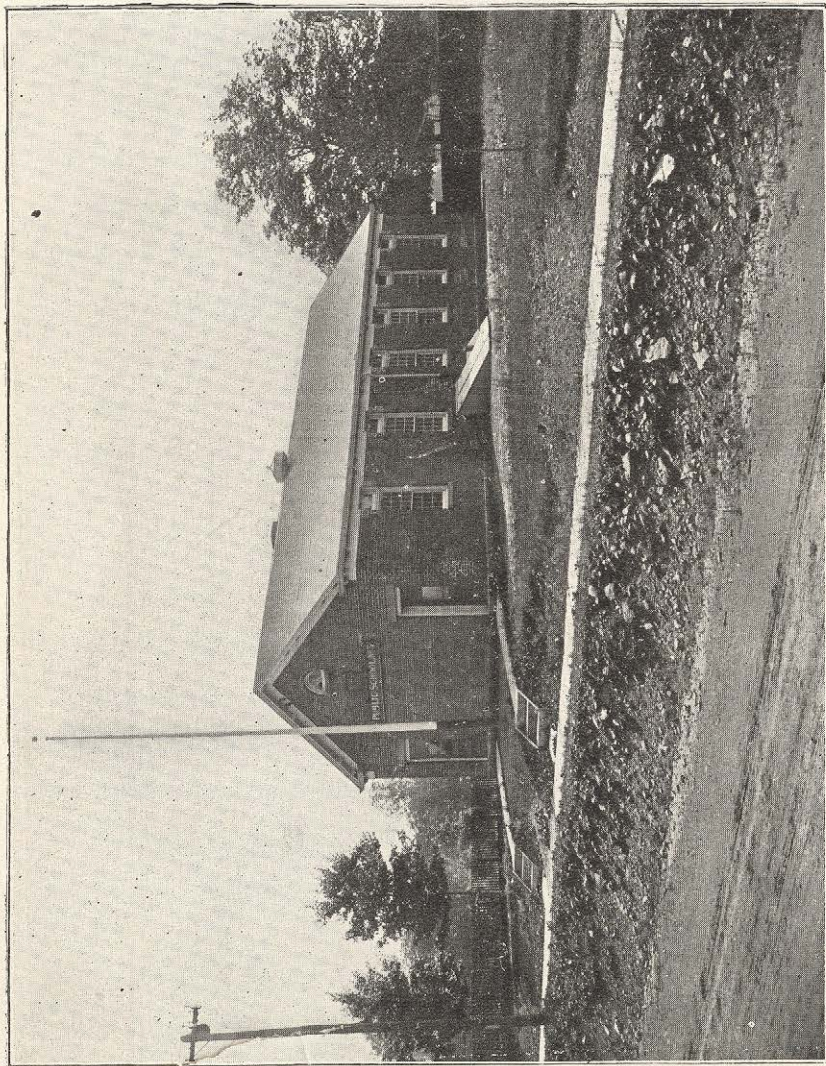
A payment of \$3,000 upon the bonded indebtedness was made May 1, 1901. \$161.25 was received from the Bloomfield National Bank as interest upon the special deposit for the building fund of the Centre School-house. The present school indebtedness is \$152,000.

RECEIPTS.

Balance in hands of Treasurer June 30, 1900, Gen. Acc.	\$ 510 28
Bal. in hands of Treasurer June 30, 1900, Construction Ac.	36,436 84
Town Appropriation.....	34,300 00
State Appropriation.....	19 540 19
Insurance on Watsessing School-house damaged by lightning July 4, 1900.....	600 00
Public Subscription for Evening Schools.....	442 00
Dog-tax.....	390 00
Library Subscriptions.....	229 97
Library, State.....	70 00
Tuition from Glen Ridge.....	40 00
Tuition from Franklin.....	15 00
Miss Minnette Martin, Principal of Berkeley School, Proceeds of Entertainment Dec. 18, 1900 (toward new piano).....	65 35
From Miss Mabel Freeman for gymnastic apparatus (Proceeds of Gymnasium Exhibition previous school year).....	44 00
Cash from the Bloomfield National Bank, interest on Building Fund.....	161 25
From Sale of books, organ, etc.....	100 65
	<hr/> \$92,945 53

DISBURSEMENTS.

Teachers' Salaries—Day Schools.....	\$33,930 13
Teachers' Salaries—Evening Schools.....	806 75
Janitors' Wages.....	2,906 75
Fuel and Power.....	2,505 59
Repairs	4,507 85
Textbooks and Supplies.....	6,484 53
Insurance.....	51 00
Printing.....	302 91
Furniture.....	1,645 74
Rent.....	502 50
Census.....	223 40
Library Account.....	305 84
Transportation of Brookdale Pupils.....	117 00
Clerk's Salary.....	500 00
Sewer Assessments.....	1,405 47
New Schools (for detailed statement see Construction Account)	36,456 77
Balance in hands of Treasurer.....	293 30
	<hr/> \$92,945 65



BLOOMFIELD SCHOOL No. 5.—BROOKDALE.

CONSTRUCTION ACCOUNT.

RECEIPTS.

Balance in hands of Treasurer, June 30, 1900.....	\$36,436 84	
Cash from General Account.....	19 93	
		<hr/> \$36,456 77

DISBURSEMENTS.

Berkeley School-house:

Daniel Mellis, balance due on contract.....	\$2,164 00	
Norman S. Kellogg, balance due on account.....	2,191 50	
Charles G. Jones, balance due architect's services..	250 50	
		<hr/> \$4,606 00

Center School house:

John F. O'Neill, balance due on contract.....	\$26,905 00	
Norman S. Kellogg, balance due on contract.....	3,835 00	
August F. Olsen.....	105 08	
Charles G. Jones, balance due architect's services...	1,005 69	
		<hr/> \$31,850 77
		<hr/> \$36,456 77

The debt upon the school property is as follows: Bonds, \$150,000; mortgage on Center School-house, \$2,000. The value of the school property is estimated at \$250,000.

All of which is respectfully submitted.

By order of the Board:

WM. A. BALDWIN, Clerk.

SCHOOL ENROLLMENT.



The number of days' attendance to be allowed Bloomfield by the State Department of Public Instruction is not yet known. 250,000 days is the expectation.

The number of different names enrolled in the day schools, 1817.

Net total average enrollment per month.

Number One.....	155
Number Two.....	326
Number Three.....	267
Number Four.....	493
Number Five.....	66
Number Seven.....	224
Number Eight.....	243
	<hr/>
Evening School.....	1,774
	<hr/>
Total.....	2,139

No name is counted twice.

All transfers are cancelled.

Hereafter by ruling of the State Department gross total average enrollment will be reported in Bloomfield as it now is everywhere else.

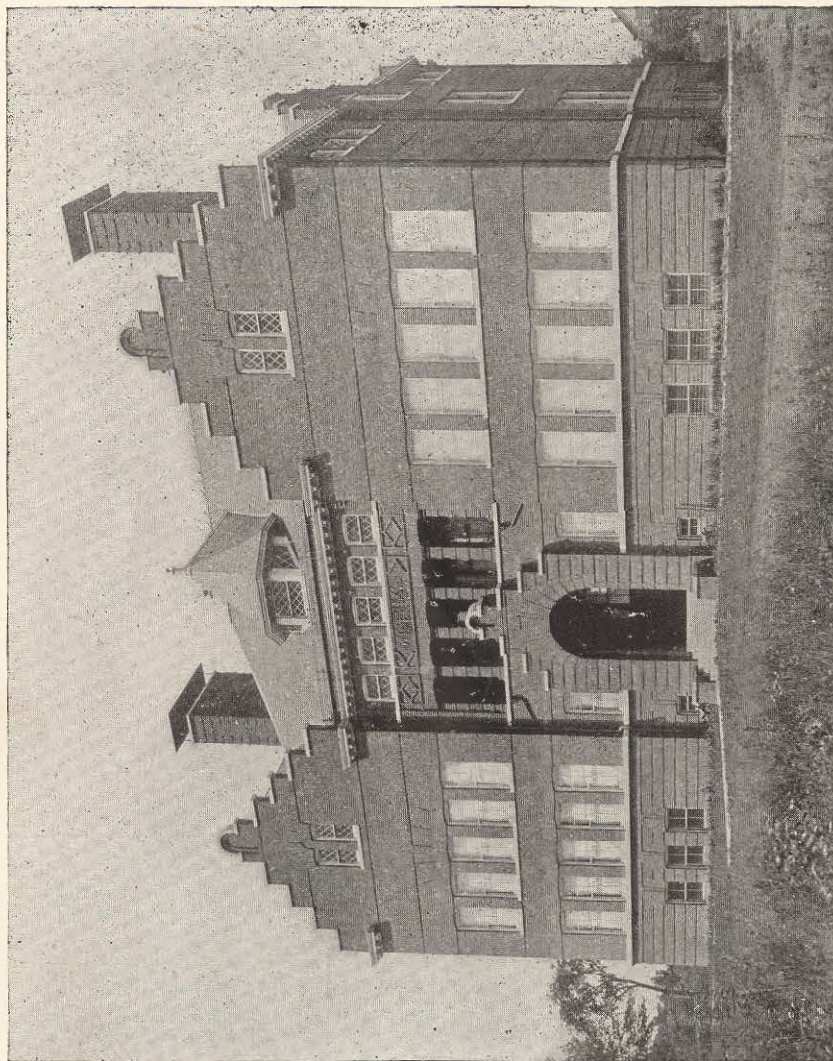
The gross total enrollment was over 2,300 for the year.



For 1900-1901 at least ten classes will be counted for two-thirds of the year as half-day classes.

There were no half-day classes at the end of the year.

All evening classes are counted as half-day sessions.



BLOOMFIELD SCHOOL No. 7.—FAIRVIEW.

LIST OF TEACHERS.

1900-1901.

SUPERVISORS AND SPECIALISTS.

Wm. E. Chancellor,	Supervising Principal of Schools
and Principal of High School and of Evening School	
Peter J. Smith,	Music
Florence Sherman Davis,	Drawing
H. A. Holaday,	Penmanship and Commercial Instruction
Mabel Freeman,	Physical Culture

No. 1—HIGH SCHOOL AND GRAMMAR GRADES.

Ella L. Draper, Vice Principal,	Mathematics
Hasseltine R. Fletcher,	Latin and French
Belle Louise Merchant,	Science
Herbert F. Hamilton,	English and Greek
Frederic N. Brown,	English and History
Richard F. Loos,	German
James E. Watson,	Grades VIII and VII

No. 2—BERKELEY ELEMENTARY SCHOOL.

Minniette Martin,	Principal
Elizabeth J. Best,	Grade V
Mary L. de Forest,	Grade IV
Petronella B. Deyo,	Grade III
Bertha H. Watson,	Grade II
Mabel N. Betticher,	Grade I
Edith Walker,	Advanced Kindergarten
Emma L. Dorr,	Kindergarten

No 3—BROOKSIDE ELEMENTARY SCHOOL.

L. Arvilla Martin,	-	-	-	-	Principal
M. Etta Tyler,	-	-	-	-	Grades VI and V
Anna S. Cadmus,	-	-	-	-	Grade IV
Sarah E. Montfort,	-	-	-	-	Grade III
Lillie M. Galloway,	-	-	-	-	Grade II
Mabel Freeman,	-	-	-	-	Grade I
Elizabeth W. Hollinshed,	-	-	-	-	Advanced Kindergarten
Elizabeth S. Dates,	-	-	-	-	Kindergarten

No. 4—CENTER GRAMMAR SCHOOL.

Mary M. Draper,	-	-	-	-	Principal
Lizzie Otis,	Grade VIII,	-	-	-	Mathematics
Edith E. Hulin,	Grade VII,	-	-	-	History
Mary J. Sloat,	Grade VI,	-	-	-	English
Anna S. Agnew,	Grade VI,	-	-	-	Geography
Grace E. Jones,	Grade V,	-	-	-	Reading
Josephine Johnson,	-	-	-	-	Grade IV
Nellie S. Maxfield,	-	-	-	-	Grade III
Tilly J. Deicke,	-	-	-	-	Grade II
Emily A. Moyer,	-	-	-	-	Grade I
Florence Ackley,	-	-	-	-	Advanced Kindergarten
M. Estelle Dodd,	-	-	-	-	Kindergarten

No. 5.

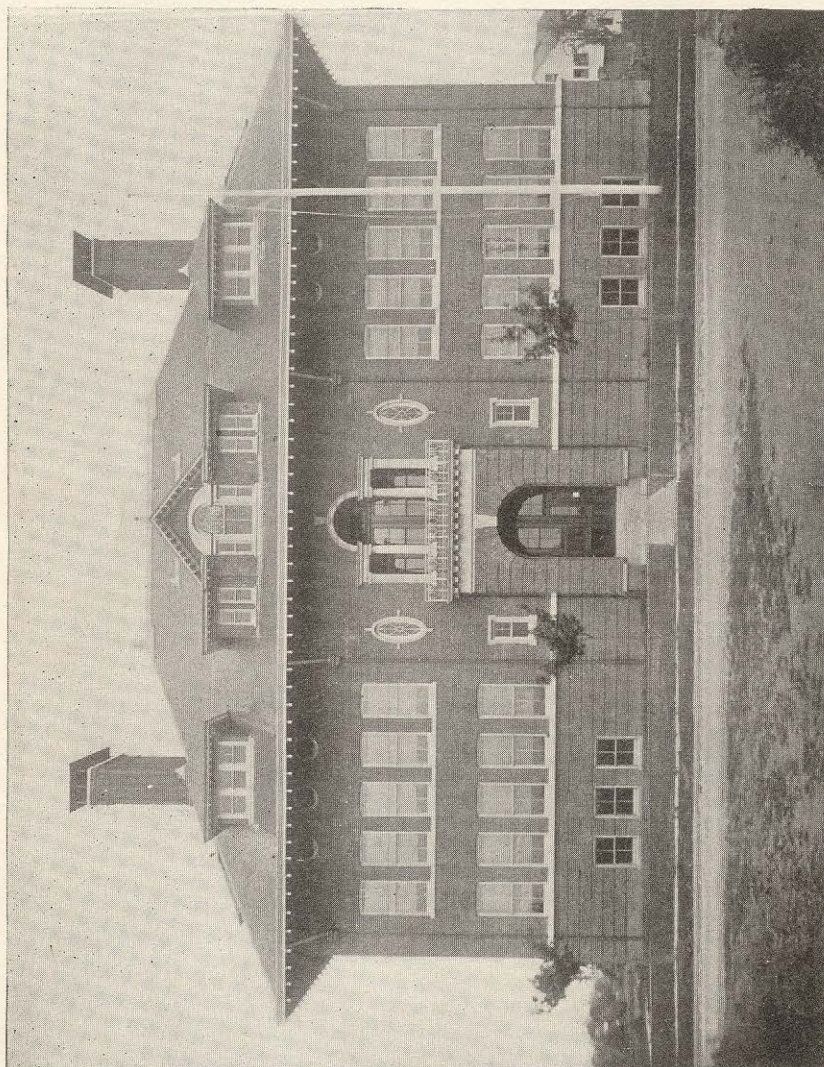
Mrs. Mary L. Ellinwood,	Principal,	-	-	-	Grades IV to VII
M. Alice Gulick,	-	-	-	-	Kindergarten and Grades I to III

No. 6—GRAMMAR SCHOOL.

The Olympic School was discontinued February 28, 1901.

No. 7—FAIRVIEW ELEMENTARY SCHOOL.

Ida E. Robinson,	-	-	-	-	Principal
Ada May Meginn,	-	-	-	-	Grade V
Helen I. Briggs,	-	-	-	-	Grade IV
Anna L. Carle,	-	-	-	-	Grade III
Jane E. Baird,	-	-	-	-	Grade II
Mary L. Myrick,	-	-	-	-	Grade I
Sara B. Barrows,	-	-	-	-	Kindergarten



BLOOMFIELD SCHOOL No. 8 WATSESSING.

No. 8--WATSESSING ELEMENTARY SCHOOL.

Thomas Agnew, Jr.,	-	-	-	-	Principal
R. Anna Baird,	-	-	-	-	Grades VI and V
Lillian B. Weil,	-	-	-	-	Grades IV and III
Tressa Gallagher,	-	-	-	-	Grade II
Anna G. Burnet,	-	-	-	-	Grade I
Sara W. Bostwick,	-	-	-	-	Kindergarten

EVENING SCHOOL.

Frederic N. Brown, Vice-Principal,	-	-	-	-	Spelling
Chas A. Boyd,	-	-	-	-	English
Thomas Agnew, Jr.,	-	-	-	-	Arithmetic
H. A. Holaday,	-	-	-	-	Book-keeping
Chas. I. Webster,	-	-	-	-	Penmanship
Chas. D. Bogart,	-	-	-	-	Shorthand

JANITORS.

No. 1,	-	-	-	-	John Kregie
No. 2,	-	-	-	-	Wm. Weden
No. 3,	-	-	-	-	Herman Blaescke
No. 4,	-	-	-	-	Stephen Martini
No. 5,	-	-	-	-	Mrs. Sigler
No. 7,	-	-	-	-	Edward Milligan
No. 8,	-	-	-	-	Moses Bender

RULES AND REGULATIONS.

SESSIONS.

Elementary Schools,	9.00 to	11 50 A. M.
	1.15 to	3.00 P. M.

Morning Recess, 10 minutes.

Kindergartens,	9.00 to	11.40 A. M.
	1.20 to	2.20 P. M.

High School,	9.00 to	12 M.
	1.15 to	3.00 P. M.

School doors open at 8.35 A. M. and close at 3.30 P. M.

At their discretion principals of schools may order half-day sessions because of weather conditions.

The gymnasium is to be open from 3 to 5 P. M every school day, irrespective of the weather or teachers' meetings.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. Section 154 School Law of New Jersey. All lessons lost count zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals or other public matters may be laid before any class.

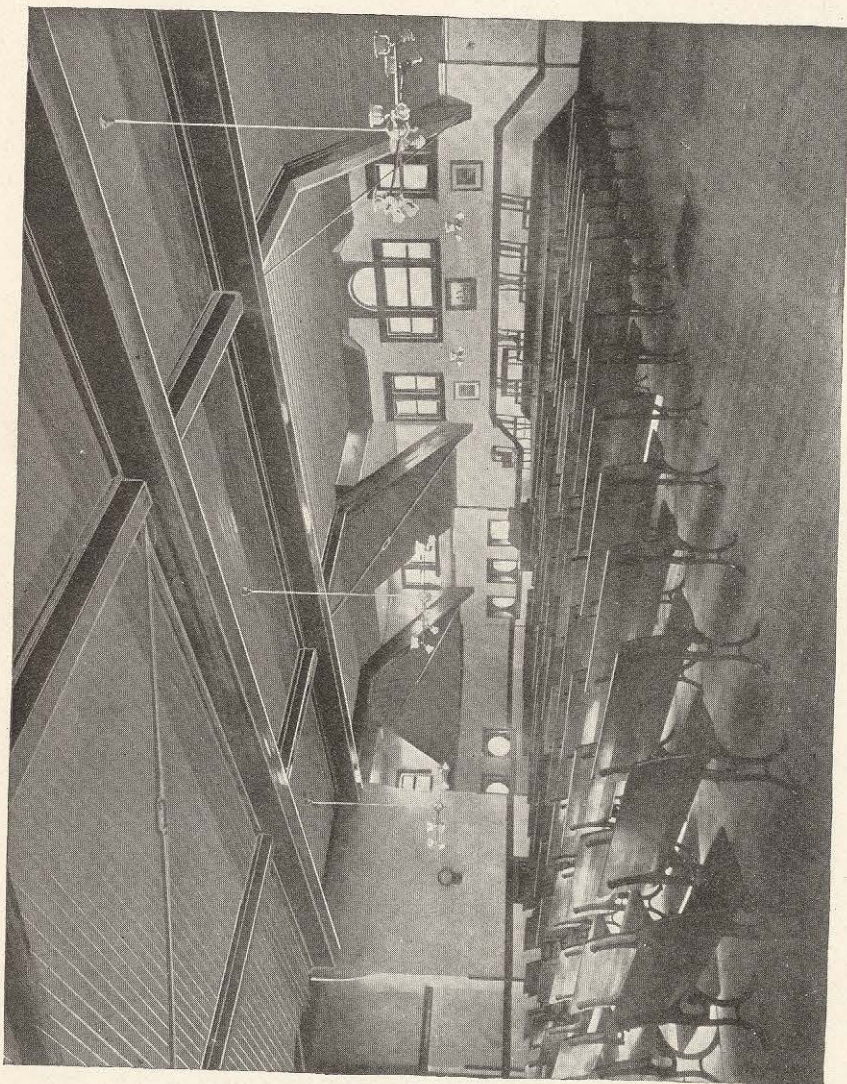
No person may visit any school or class to see any teacher or pupil upon business of any kind.

While the schools are open to parents and citizens at any time, principals and teachers will consider Monday, both sessions, and Friday afternoons as the public visiting days.

Teachers are present at school from 8.40 A. M. to 12 M. and from 1 P. M. to 3.30 P. M.

No pupil may be detained after school later than 3.30 P. M., or at noon over five minutes, except in the office of a principal.

Teachers visit two days each year such schools as they may arrange with their superior officers, and report in writing.



ASSEMBLY ROOM—WATSEGG SCHOOL.

In addition, teachers may be absent from sickness two days in the year without deduction of compensation. Such sickness is certified in writing to the Superintendent. For all other absences less than twenty school days consecutively, deduction is made at the rate of \$1.25 per school day in Grades I to VIII, and \$2.00 in Grades IX to XII, if the cause is properly certified. Absence without accepted excuse leads to deduction of salary in full. Special cases are referred to the Board.

The compensation of substitutes is \$1.25 per school day in Grades I to VIII, also in the kindergartens, and \$2.00 in Grades IX to XII. Substitutes certify in writing to the Superintendent each day's service at each time.

Principals report in writing, monthly or oftener, failures of specialists or class-teachers to be present upon the time set in these schedules and these rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

Janitors report at school at 6 A. M.; have one hour at noon; sweep every school-room every day; wash every floor once a month or oftener; take care of the school grounds, and perform such other duties as the principals may assign.

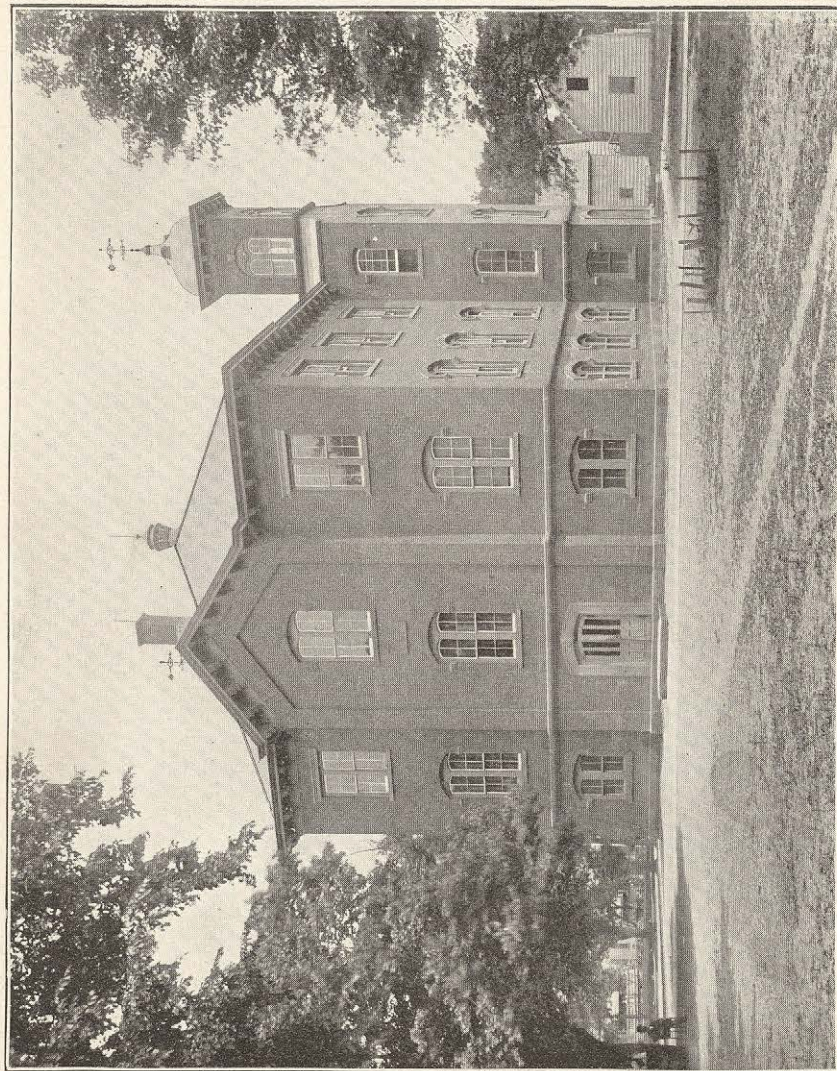
High School Commencement, Wednesday, June 26th, 1901,
at the First Presbyterian Church.

ORDER OF EXERCISES.

Organ Prelude, Processional March, Guilmant
Scripture Reading; Prayer, Rev. Charles A. Cook
Pastor of the First Baptist Church
Chorus, * Farewell to the Forest, (By request) Mendelssohn
Oration, The Spirit of Individualism, Joseph B. Lee ✓
Essay, The Rise of Japan, Willetta Baldwin
Essay, John Ruskin, Flora May Crane
Chorus, The Water Nymphs, (S. S. A. †) Smart
Oration, The Siege of Paris, Raymond L. Wolven ✓
Essay, The Poet Naturalists of America, Bessie Ely Amerman ✓
Chorus, Queen of the Night, (S. S. A. †)

INTERMISSION.

Organ Solo, Star-Spangled Banner, Dudley Buck
Chorus, Chorus of Pilgrims, (Tannhauser) Wagner
Essay, A Heroine's Resistance to Rome, Mary Ward Lyons ✓
Oration, The Value of Athletics, Thomas Nelson Dodd ✓
Chorus, { a. Scots Wha Hae Wi' Wallace Bled,
b. Bonnie Dundee,
Essay, Wagner's Brunhilda, Mary Gertrude Unangst ✓
Oration, The Public Service of Cicero, Peter Carter Mann ✓
Chorus, { a. Rhine Raft Song, (S. S. A. †) Pinsuti
b. The Rosy Morn, (Cantata, The Wishing Stone)
Chorus, Graduation Song, Sir John Stevenson
Address to the Graduates, Rev. George A. Paull
Pastor Westminster Presbyterian Church
Presentation of Diplomas, Charles F. Kocher
Member Board of Education
Benediction,
Organ Postlude, Triumphal March, Sullivan



BLOOMFIELD SCHOOL No. 1—HIGH SCHOOL.

*From the High School.

†First Soprano, Second Soprano and Alto.

Organist, C. Wenham Smith.

Director, Peter J. Smith.

Accompanist, Laura P. Ward.

Essays and Orations Submitted For Graduation.

Our Islands of the Sea,	Carrie Louise Clark
The Rhine,	May Cook
The Sources of Macbeth,	Elizabeth H. Hall
The Puritan in Literature,	Barbara Hanna
The Theory of Chemical Equivalents,	William Addison Holt
Balder, the Beautiful,	E. Estelle Newton
The Dream-World of Coleridge,	Paula A. Seibert
The Indian in American Literature,	Irene Eugenia Starr
The American Bridge Builders,	Raymond Storm Williams
Not delivered for lack of time in one evening.	

Fifty-first anniversary of establishment of free common schools in Bloomfield.

Bloomfield was the first municipality to establish a system of free common schools in the State of New Jersey.

Bloomfield High School established 1874.

CLASS OF 1901.

TWENTY-FIRST CLASS OF HIGH SCHOOL, GRADUATES.

Four Years' Regular Courses.

Bessie Ely Amerman ✓	Willette Baldwin
*Elsie Louise Carl	Carrie Louise Clark ✕
May Cook ✕	Flora May Crane
Thomas Nelson Dodd ✓	Elizabeth Harriet Hall
Barbara Hanna	William Addison Holt
Joseph B. Lee ✓	Mary Ward Lyons ✓
Peter Carter Mann ✓	E. Estelle Newton
Paula A. Seibert ✕	Irene Eugenia Starr ✕
†Edna Dorothea Tanner	Mary Gertrude Unangst ✓
Raymond Storm Williams ✓	Raymond Lee Wollen ✓

*Certificate for 186 counts.

†Certificate for 204 counts.

240 counts are required for a diploma.

TWO YEARS' COMMERCIAL COURSE CERTIFICATE.

Charles Lowden Andrew

Frances Marion Ballard

DeWitt Reinheimer.

GRADUATES BY YEARS.

YEAR	DIPLOMAS	YEAR	DIPLOMAS
1876	11	1892	12
1879	2	1893	18
*1883	6	§1894	9
†1884	12	1895	15
1885	8	1896	12
1886	4	1897	8
1887	13	§ †1898	8
1888	9	1899	12
1889	10	*1900	9
1890	6	*1901	18
1891	15		

Total number of High School graduates 217.

*Four year course.

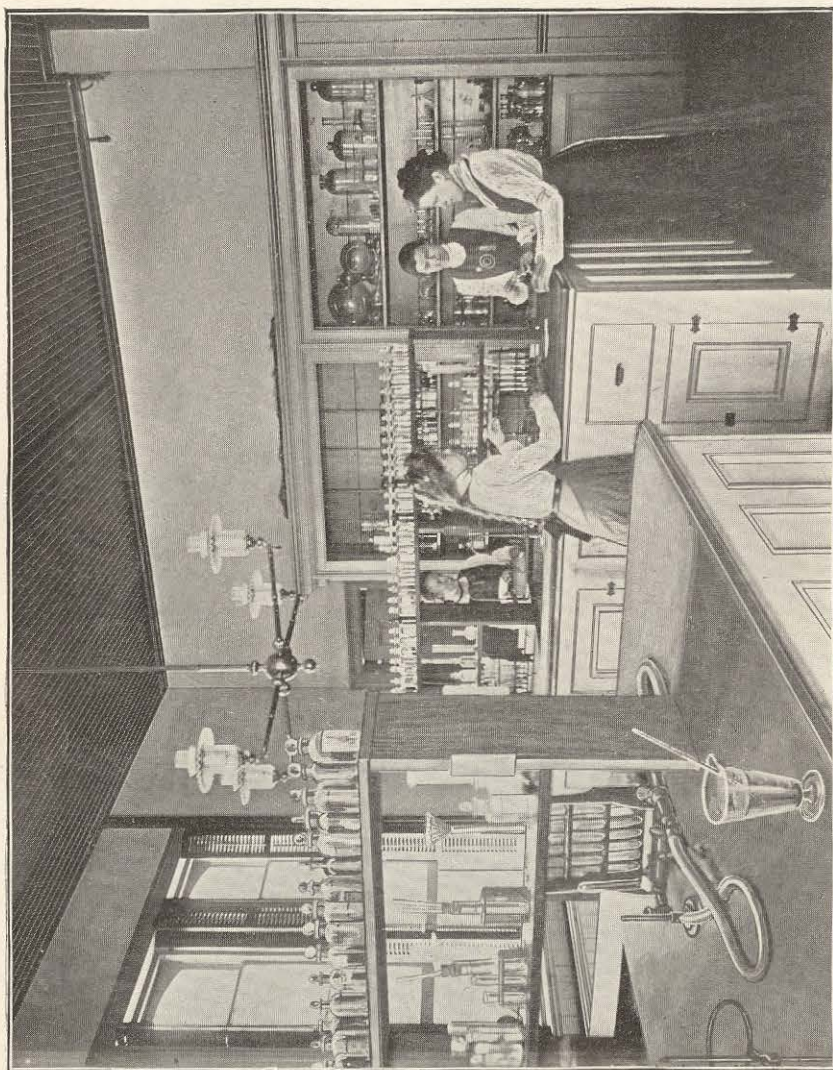
†Two in four year course.

‡Three and one-half year course.

§Not including fourth year course of post graduates.

NET TOTAL AVERAGE ENROLLMENTS 1900-1 PER MONTH.

Four High School Grades,	115
Four Grammar Grades,	428
Five Primary Grades,	1231
Five Night School Grades,	365
	<hr/>
	2139



CHEMICAL LABORATORY—HIGH SCHOOL.

HIGH SCHOOL GRADUATES.

Class of 1876.

Charles D. W. Brower
Sarah R. Barrett
James A. Hague
Anna L. McDowell
Jennie A. Smith

Annie L. Dodd
Emma J. Collins
Mary E. Hall
Emily S. Page
Angelina A. Willet

Charlotte A. Sanxey.

Class of 1879.

James C. Brown

Elizabeth S. Haff

Class of 1883.

Wm. R. Broughton
Ella V. Holmes
Adelaide V. Ventres

Florence Farrington
Genevieve B. Morris
Elbert Van Wagoner

Class of 1884.

Four years' course.

Susie C. Williams

Janet M. Dailey

Three years' course.

M. Louise Bancroft
Mildred Cueman
Harriet H. Jones
Howard Capen
Alfred Smith

Alice Cadmus
Alida D. Hall
Josephine E. Smith
Augustine J. Mulligan
Theodore Ward

Class of 1885.

Jennie Bancroft
Ida Robinson
John Broughton
Ledyard Haskell

Anna Berry
Harriet Russell
Harry Cowins
Leonard Haskell

Class of 1886.

Helen Batchelder
Evangeline Hall

Genevieve Apgar
Louise Russell.

Class of 1887.

Lillian Baxter
Lida Cockefair
Mable Morris
Eliza Sutphen
Mable Woodbridge
Mary Crawford

Adele Chitterling
Martha Gillman
Lao Simons
Matie Willits
Belle King
Susan Taylor

Grace White.

Class of 1888.

Grace Bancroft
May Heart
Clara C. Jones
Jennie Rusby

Mabel Freeman
Grace Hulin
Jennie Law
Lizzie Stone

Harry Salmons

Class of 1889.

Anna Bowron
Jeannette Kimball
Mabel Olmsted
Bertha Russell
Louise White

Bertha Groshong
Augusta Madison
Harriet Peloubet
Laura P. Ward
Eva Suydam

Class of 1890.

Josie Cadmus
May Harvey
Theodore Herring

Eudora Graves
Grace Smith
Irving Meeker

Class of 1891.

Sadie Billsborrow
Mary Dodd
Lulu K. Garabrant
Julia Holmes
Anna Rawson
Gertrude Ward
Richard Loesch

Emily Chitterling
Lillian M. Galloway
Augusta Heckel
Margaret Johnstone
Charlotte Sutphen
Susan Willits
Arthur Salmens

Frank Stone

Class of 1892.

Helen F. Benson
S. Elizabeth English
Estelle J. Lockwood
Clara N. Sutton
Frank Bancroft
John Scott Jarvie

Anna W. Cadmus
Harriet E. Groshong
Mabelle H. Lee
Maud Thompson
G. Morris Haskell
William B. Wyman

Class of 1893.

Edith Bogart
Agnes Clubb
L. Pearl Hewes
Florence Salmons
Martha Wilkes
Louise Catlin
James Eddy
Warren Nevius
Harry Smith

Elizabeth Butts
Ida Garabrant
Gertrude Olmsted
Mabel Van Arsdale
Elizabeth H. Wyman
Clarence Bowron
Alfred Martin
Clifford Riker
Charles Van Wagoner

Class of 1894.

Hope Anderson
Florence Brewer
Alice Hallinan
Emilie Stout

Anna Bailey
Edith J. Cadmus
Anna McKenna
Edith E. Walker

Charles Jaeger

Class of 1895.

Ernestine Berstecher
Esther Butterworth
Cora Kimball
Freda Miller
Jennie Wilde
Albert Crane
Paul Dunbar

Louisa Bickler
Lillian Holmes
Nellie Maxfield
Grace Seymour
Walter Benedict
Henry Fuller
Arthur Meeker

Wilbur Ward

Class of 1896.

S. Delia Baldwin
Edith Daniel
Maude M. Farrand
Fannie E. Morris
Ida M. Van Winkle
Frank E. Ludlum

Helen E. Catlin
Mable E. Eveland
Martha R. Law
Mary G. Oakes
Edwin C. Hanna
Ralph O. Wilson

Class of 1897.

May L. Burdette
Lucy C. Whitney
John S. C. Bailey
Tracy W. Titus

Irene B. Smith
Ruth May Wilson
Thomas Alfred Hyde
Arthur F. Wyman

Class of 1898.

Mabel Lillian Benjamin
Alice Gerry Duncan
Robert Patton Anderson
Edward Teall

Florence Carl
Amy Wood
Frederic E. Mohrmann
Helen Linder

Class of 1899.

Clara Elizabeth Andrew
Edith Butts
Hattie May Garabrant
Edith Holt
E. Horatia Teall
William A. Tydeman

Cornelia Helen Bollenbach
Grace Helena Farrand
Elsie Maud Gillman
Rae Potter
Howard Milton Bradley
Dudley Ward

Class of 1900.

Nena Bartholomew
Florence Gerry Duncan
Frances Mary Merchant
Frederic Warren Baldwin

Grace Steele Dawkins
Ruth M. E. Kidder
Charles Carroll Dawkins
Robert David Rawson

Lewis Dreher Walker

Class of 1901.

Bessie Ely Amerman
Carrie Louise Clark
Flora May Crane
Elizabeth Harriet Hall
Joseph B. Lee
Peter Carter Mann
Paula A. Seibert
Mary Gertrude Unangst
Raymond Lee Wollen

Willetta Baldwin
May Cook
Thomas Nelson Dodd
Barbara Hanna
Mary Ward Lyons
E. Estelle Newton
Irene Eugenia Starr
Raymond Storm Williams
William Addison Holt